

TRENDS IN VOCATIONAL GUIDANCE WITH SUGGESTIONS FOR  
A GUIDANCE PROGRAM IN THE SENIOR HIGH SCHOOLS FOR NEGROES

A THESIS

SUBMITTED TO THE FACULTY OF ATLANTA UNIVERSITY  
IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR  
THE DEGREE OF MASTER OF ARTS

BY

EULA MAE MUCKLERÓY

DEPARTMENT OF EDUCATION

ATLANTA, GEORGIA

JUNE 1938

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## CHAPTER I

### STATEMENT AND ANALYSIS OF THE PROBLEM

Statement of the Problem.- The purpose of the study is to discover the trends vocational guidance is taking today, to show their educational implications, and to formulate a workable list of suggestions which will be helpful in giving vocational direction to students now in senior high schools for Negroes.

Interest in Vocational Guidance.- Interest in vocational guidance dates back to 1908<sup>1</sup> when a bureau for advising young men in the choice of a vocation was opened in Boston, Massachusetts. In 1909 this grew into a Vocational Bureau which soon became connected in its work with the public schools, business houses and manufacturing establishments.

Under earlier conditions, vocational guidance of youth was not necessary, but with the growing complexity of industrial society and the minute sub-divisions of the old trades, new interest in vocational guidance has been assumed.

The idea underlying it is not primarily to find jobs for young people, but rather to provide parents and pupils with information as to the demands and opportunities in the different life careers and the best means of preparing for and entering them. The real purpose is to sort out capacities and adaptabilities, and to steer young people away from vocations for which they have no natural aptitude and from essentially "blind alley occupations".

Interest in vocational guidance developed as men gained in knowledge and experience and recognized the growing need for vocational guidance.

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<sup>1</sup>Ellwood P. Cubberly, Public Education in the United States, New York, 1919, p. 420.

Arthur Jones in his book, Principles of Guidance, emphasizes vocational guidance in the following statement:

We need not believe that there resides in every individual the possibilities of becoming a Hampden, a Milton, or a Cromwell and that only circumstances hinder proper development.

'The applause of listening senates to command,  
The threat of pain and ruin to despise,  
To scatter plenty o'er a smiling land,  
And read their history in a nation's eyes,  
Their lot forbade.....'

We have only to look around us and see the conditions that confront our friends and ourselves to be convinced that human energy is wasted, lives are misspent, and misery and disaster result from lack of direction and from unwise selection of occupation, and lack of educational opportunities.

Guidance is based upon the fact that human beings need help. To a greater or less degree we all need the assistance of others. The possibility of education as well as the necessity for it is founded upon the essential dependence of people upon one another. Young people, especially are not capable of solving life's problems successfully without aid. Many critical situations in which important and far reaching decisions must be made, and it is very necessary that some adequate help be provided in order that these decisions may be made wisely.<sup>1</sup>

Importance of Vocational Guidance.— Perhaps one of the greatest indications of the need for study in vocational guidance is the changes which have taken place in the social and economic world during the past half-century. These changes have made it increasingly necessary that more definite provisions for vocational guidance be made in our public schools of today. Vocational adjustment becomes more perplexing with the increased complexity of our economic and industrial system. The question of making satisfactory and intelligent adjustment in the occupational world

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<sup>1</sup> Arthur J. Jones, Principles of Guidance, New York, 1934, p. 3.

becomes increasingly difficult for the youth of our present generation. In making an over-view of the factors involved in the need for vocational guidance, the following stand out pre-eminently:

1. Change in the educational philosophy.
2. Change from rural to urban life.
3. Lack of dependable help in the choice of a vocation.
4. Shifts in the population.
5. Change in standards of living.
6. The rapid development of machinery.
7. The depression which threw a large number of unskilled and semi-skilled laborers on society.

Due to the growing complexity of choice, not only of occupations but also of future schools and kinds of specialized training for life work, the young person is becoming more and more confused. He asks himself these questions; "What vocation shall I follow?" "What is my life's work?" "What shall I do?" "How must I select my occupation?"

Intelligent choice of a vocation will result only when the young person has been expertly guided and directed--when he has adequate facts and experiences and receives careful counseling at all stages of his progress. There are more adjustments to be made by the youth of today than ever before. Each individual has a place in society and he owes it to society to be in that place, occupational, civic and social where he can best contribute to the welfare of others. He must find his place where he can make efficient use of whatever powers and abilities he may have.

Vocational guidance, then, must help the individual to make wise choices, adjustments and interpretations in connection with problem situations

which arise. It aims to distribute youth as effectively as possible among educational and vocational opportunities and to help the individual to make the optimum adjustment to these opportunities. Kitson states:

There are approximately fifty million wage earners in the United States. Of these, about one-half are dissatisfied or inefficient in their work. Think of it; twenty-five million persons drag themselves wearily down to work daily, groaning over their lot and wishing that they could better it. They try out all sorts of devices that offer hope of relief. They spend their money on nostrums that promise to reveal to them the secret of success; they miss the vocation for which they were 'cut out;' and they are unable to succeed in the new occupation for which they laboriously sought training, because they did not enter it with full knowledge of the qualifications required or the conditions to be met.

In addition to these misfits, there are one hundred thousand college graduates and one million high school graduates who step forth annually into the occupational world. Having been cloistered within academic walls for most of their short lifetime, these young people have had no opportunity to learn about the occupations of the world--their number and variety, and the conditions to be met by them.<sup>1</sup>

From these observations it is apparent that one of the most important and pressing needs of the world is vocational guidance.

Studies in Vocational Guidance.— Among the prominent studies made in vocational guidance are the following:

Practices and Trends in Vocational Guidance<sup>2</sup>  
Among the Colleges and Universities

William H. Stone, associate in Education, University of California, Berkeley, made a study of practice and common opinion typified in 176 standard institutions of higher learning, including public, private and sectarian colleges and universities of the country (Mr. Stone gathered

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<sup>1</sup>Harry Dexter Kitson, How to Find the Right Vocation, New York, 1929, pp. 7-8.

<sup>2</sup>Twenty-Third Yearbook of the National Society for the Study of Education, Part II, Bloomington, Ill., 1924, pp. 139-147.

information concerning the topic of this study in connection with his doctoral thesis, "Personnel Service in Education", 1923).

Assuming that these institutions typify practices and trends in vocational guidance among the colleges and universities of the country, the following generalizations may be stated:

1. Colleges and universities are increasingly recognizing obligations to provide both group and individual vocational guidance for their students.

2. They are increasingly recognizing that guidance is an integral contribution to education; that vocational guidance is separable from the process of education only for purposes of analysis or emphasis; hence, that vocational guidance is most effective when given as one phase of a composite which in entirety is education itself.

3. They are increasingly recognizing that under our dominant dynamic-organic educational ideal, vocational guidance is the core about which other phases of guidance--physical, cultural, educational and moral--may be grouped to the end of most effective motivation and establishment in serviceable social living.

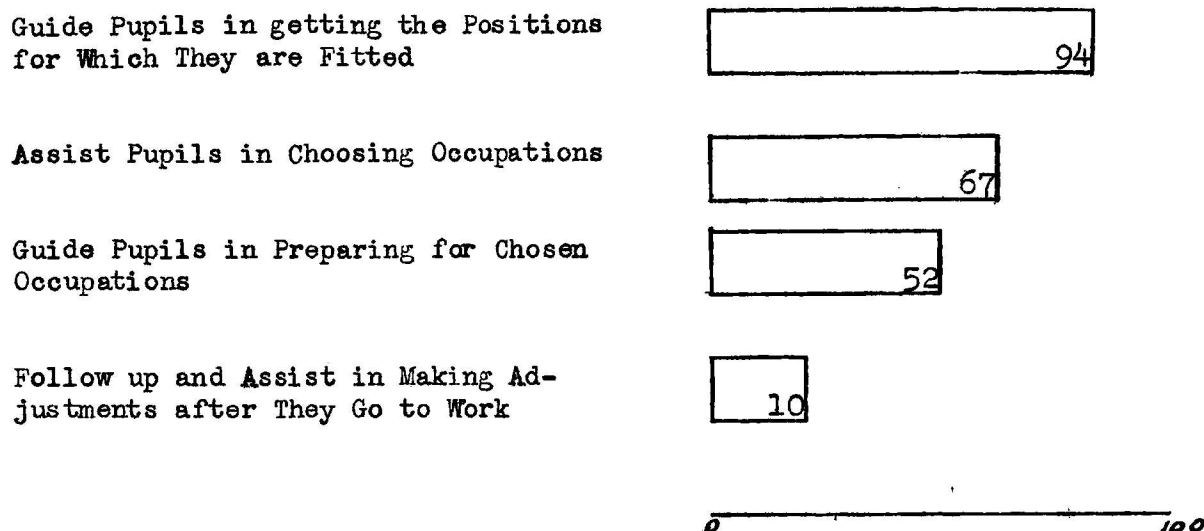
#### Present Status of Guidance Activities in Public Schools - 1924

A. H. Edgerton of Columbia University and L. A. Herr of the Lincoln School of Teachers College, New York City, made a study of the more progressive school systems in 143 American cities in order to determine the status of guidance activities.

The following graph shows the distribution in per cent of the 143 public school systems according to the general guidance activities provided:

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<sup>1</sup>Twenty-Third Yearbook of the National Society for the Study of Education, Part II, Bloomington, Ill., 1924, pp. 3-29.



The results of this study are:

1. Because of their conviction that practical guidance and school counseling are indispensable factors in the success of the whole school organization, such schools have ceased to limit the scope of their guidance activities to mere theoretical considerations, or even to incidental study and action.

2. In these democratic school systems an analysis of present day practices indicates clearly that there is a growing consciousness of the urgent need for having youths of 12 to 15 years of age, and older, encouraged to acquire vocational knowledge and insight as a basis for judgment and choice.

3. For these children, a public school education now includes a reasonable amount of information and perspective of relative occupational opportunities and employment requirements.

#### A 13 Year Follow-up of High School<sup>1</sup> Pupils - 1934.

William Martin Proctor made a follow-up study of 1,600 high school pupils thirteen years after testing. The study has sought to throw

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<sup>1</sup>Occupations--The Vocational Guidance Magazine, Vol. XV (January, 1937), pp. 306-311.

light on these questions in the field of vocational guidance: Does a son tend to enter his father's occupation? Is there any connection between the son's I.Q. and the father's occupational rank? What are the relationships of high school pupils' professed occupational ambitions, intelligence, length of schooling, social and economic status to subsequent occupational achievement?

The study was not an attempt to evaluate the outcomes of vocational guidance, because the students included had not had the advantages of organized guidance service in the high schools concerned at the time the study was begun. The original purpose was to give mental tests and secure certain types of information from a large group of high school students while still in school; then to follow them in their subsequent careers and note whether there was any significant relationship between their mental ability as indicated by the psychological tests, their ambitions, as indicated by the vocations which they thought they would like to enter at the time the study was initiated, and their economic or social status as represented by their father's occupation.

We may briefly summarize the findings of the 13 year follow-up study by saying that:

1. Sons do not tend to follow the same occupation that their fathers followed, but they do tend to gravitate toward the same occupational rank.

2. There is an evident tendency for fathers of high occupational rank to have sons with high average intelligence.

3. While only 23.4 per cent of the young people were found in the exact vocation of their ambition as expressed while in high school,



60 per cent of them achieved occupational status of equal rank with their high school ambition.

4. Average intelligence was highest for those whose occupational status ranked highest and the average I.Q. became lower for each lower occupational rank achieved.

5. There was a strong relationship between occupational rank achieved and length of schooling.

6. The social and economic status of an individual's family was found to have a bearing both upon occupational rank achieved and length of schooling.

It will be one of the greatest tasks of the vocational counselor to ascertain all of the facts in a given case before giving counsel, and also it is incumbent upon him to do all that he possibly can to equalize opportunities for those under his guidance.

#### Occupational Trends and Distribution - 1937<sup>1</sup>

To Drs. Harold F. Clark and Walter V. Bingham are we indebted for research designed to develop better guidance methods. They made a study of occupational trends and the absorptive capacity of various occupations.

Dr. Bingham describes the changing trends in occupational opportunities and shows what these changes imply with reference to kind of abilities demanded--abilities which the school of the future must help to provide.

Dr. Clark discusses the necessity of estimating future opportunities in occupations and preparing an occupational plan for each community, each state, and the nation.

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<sup>1</sup>Occupations--The Vocational Guidance Magazine, Vol. XII (February, 1934), pp. 6-27.

O. Milton Hall<sup>1</sup> of the Personnel Research Federation developed an attitude scales which may prove helpful in gaining a better understanding of the role of attitudes in occupational adjustment.

Then we have Thorndike's important 10 year follow-up study of attempts to predict vocational success on the basis of school records and psychological tests at the age of 14. Dr. Thorndike finds that subsequent educational success can be predicted reasonably well, but predictions of vocational success are well nigh impossible. The failure of records of school performance from age 6 to age 14 to show any significant relation to subsequent vocational success suggests that our school program is highly artificial, and what is worse, that it is not geared to the world of occupations.<sup>2</sup>

Method of Securing Data.— The data for this study in vocational guidance were secured by surveying literature in the field of vocational guidance including books, pamphlets, previous studies and other available sources. The Educational Index<sup>3</sup> was used as a guide to source material, and current magazines furnished much valuable material.

The information on vocational guidance was studies and analyzed out of which analysis a logical sequence of trends was set up.

Limitations of the Study.— The study is limited to trends, view points and ideas as revealed by literature in the field of vocational guidance together with a workable list of suggestions for guiding students in senior high schools for Negroes.

Definition of Terms.— For the sake of clarity and unity throughout this study, the writer defines vocational guidance as the process of

<sup>1</sup>Ibid., pp. 27-43.

<sup>2</sup>E. L. Thorndike, The Prediction of Vocational Success, New York, 1934.

<sup>3</sup>The Educational Index, New York.

assisting and directing the individual in choosing an occupation, preparing for it, entering upon and progressing in it. It is concerned primarily with helping individuals in planning a future and in building a career--in making decisions and choices necessary in effecting satisfactory vocational adjustment.

The term, vocational, applies to all gainful occupations including professions as listed in the United States Census of occupations and to home-making.

Guidance involves personal help that is designed to assist a person to decide where he wants to go, what he wants to do, or how he can best accomplish his purpose; it assists him to solve problems that arise in his life.

Trends as used in this study mean notable developments in vocational guidance and changes in the conception of its aims.

## CHAPTER II

### DEVELOPMENT OF THE VOCATIONAL GUIDANCE MOVEMENT

Historical Background.-- The importance of guiding youth wisely in the selection of a career has been recognized in all ages, but as an organized system, working in connection with schools, it is of comparatively recent growth. Guidance is very important in the entire process of education. According to Arthur J. Jones,<sup>1</sup> Professor of Secondary Education, School of Education, University of Pennsylvania, guidance will always be found wherever these three conditions exist: (1) the necessity for choice between two or more courses of action, (2) the inability of the individual to choose wisely without help, (3) the possibility of help being given. The realization of the importance of guidance in the teaching process has been intensified by recognition of individual differences in abilities, interests and in capacities, and by the waste in human energy as well as in the processes of production resulting from the wrong choice of a vocation.

The Germans may be said to have begun systematic work with vocational guidance. The horizontal stratification of society in which the child follows in the footsteps of the parent, or where the government regulates the vocations of its citizens, made the process of vocational guidance much easier than in the United States where there exists a vertical stratification. In America the one idea of all is to get to the top, and in the struggle which follows to rise in the professional world, the idea is to get away from the customary traditions of our ancestors and to try to find success in different fields. Under this type of system where every child can make his own choice, and where the ideals of a Lincoln,

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<sup>1</sup>Arthur J. Jones, Principles of Guidance, New York, 1934, p. 30.

or an Edison are constantly held up as a possibility, it naturally follows that many would try to rise high and that few would succeed. This is due to the fact that young people try to enter trades and professions for which they have little or no training and for which they are ill-adapted or which are already crowded by competition. Thus, the guidance movement as an organized unit began in this country with an attempt to assist individuals to select a vocation and find a suitable job.

The first step in the development of the vocational guidance movement was the organization of the Boston Vocation Bureau in 1908.<sup>1</sup> It had as its main objective the advising of young men in the choice of a vocation. Plans for the bureau were drawn up and developed by Frank Parsons, who with Meyer Bloomfield is recognized as the founder of the guidance movement. These two men were in positions which enabled them to work in close association as Meyer Bloomfield was director of the Civil Service House and Frank Parsons was director of a branch of the same institution, the Breadwinner's Institute. Parsons gave vocational assistance to many men and women; in fact, he laid the foundation for the Vocation Bureau.

As a result of this work, in 1909 a Committee on Vocational Advice was appointed by the Boston School Committee, and the next year's report stated that a vocational counselor had been appointed in every high school in Boston. The Children's Welfare League, assisted by the Women's Municipal League succeeded in establishing the Boston Placement Bureau in 1912, and in 1915, the Boston School Committee established the Department of Vocational Guidance. During this period other cities were doing much to organize vocational guidance. The following cities were the most outstanding in this field: Grand Rapids, Mich., Hartford, Conn., New York, N. Y.,

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<sup>1</sup>Arthur J. Jones, op. cit., p. 423.

Philadelphia, Pa., Cincinnati, Ohio and Chicago, Ill.

Of much significance are the contributions made by various conferences which were held on vocational guidance. The first conference of this nature was held in 1910; in 1912 another was held in New York; and in 1913, the National Vocational Guidance Association was organized.

National Vocational Guidance Association.— The growth of the National Vocational Guidance Association is an index to the development of the guidance movement. After the association was founded, it grew very rapidly. For a number of years, however, the association was very small and was not recognized as being an integral part of the vocational guidance movement. Arthur J. Jones in his book, Principles of Guidance describes the growth of the association. It reads thus:

On April 1, 1934, there were 35 branch associations scattered throughout the country, and the total paid membership of the Association was 1323. There were 443 national members and 80 branch members. The meetings in February, 1934, covered a period of four days. There were 436 different people who registered, in addition to many others, not registered, who attended the meetings. The Vocational Guidance Magazine, begun in 1915 as a modest four-page bulletin, contained in February, 1934, ninety-six pages and was a real magazine. It had on February 1, 1934, a paid circulation of 2,110 as compared with 603 on August, 1923.<sup>1</sup>

Special committees of the National Vocational Guidance Association were authorized to compile a list of consultants for the promotion of guidance. These consultants were located in different parts of the country; they were so situated as to be available to all sections with as little expense as possible. Their services may be obtained today in practically

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<sup>1</sup> Arthur J. Jones, Principles of Guidance, New York, 1934, p. 424.

all parts of the country.<sup>1</sup>

The National Occupational Conference.<sup>2</sup> The National Occupational Conference was destined to play an important role in the development of guidance. It became very evident during the year 1932-1933, that if the magazine were to continue to meet the increasing demand of guidance workers throughout the country, some outside means of financing it must be secured. This problem was solved by the formation of the National Occupational Conference. The Carnegie Corporation showed much interest in the progress of the movement; consequently, it gave funds to assist in the general guidance movement and to promote and stimulate research along occupational lines. In February, 1933, it was decided that the National Occupational Conference should assume entire responsibility for the Vocational Guidance Magazine. As a result of this, the magazine has been still further enlarged and greatly improved. It is still the official organ of the National Vocational Guidance Association and its name has been changed to Occupations--The Vocational Guidance Magazine.

The National Occupational Conference has been invaluable to the cause of guidance in many respects. It offered financial support, and more outstanding than that, it contributed to the organization and financing of regional conferences on guidance problems. Up to May, 1934, the following conferences have been held:

Northwestern Regional Conference, Camp Stevens, Johnsonburg,  
N. J., August 28 - September 2, 1933.

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<sup>1</sup>The name of consultants and the types of consultant service represented by each may be obtained by writing to the executive secretary of the association or the National Occupational Conference.

<sup>2</sup>Arthur J. Jones, op. cit., p. 425.

Western Conference, International House, Berkeley, California,  
December 29, 1933 - January 4, 1934.

Southern Conference, University of North Carolina, Chapel Hill,  
North Carolina, April 23-28, 1934.

What benefits have accrued from these conferences? In the first place, they have served to bring together teachers, students, professional workers, superintendents, etc., to study guidance together. These people exchange ideas, present new ones, formulate plans and principles and analyze and discuss all guidance issues. Out of these conferences have come some of the best principles of guidance ever formulated. Perhaps the most important results have come from bringing guidance workers into close and intimate contact with each other, thus promoting a very real and effective professional attitude. The stimulation to vocational guidance which has resulted from such conferences has been very marked.

In addition to these conferences, eleven research studies have been conducted on the recommendation of the National Occupational Conference. Funds for the studies were given by the Carnegie Corporation.

Present Status of Guidance.- In 1918, post-card inquiries were sent to 10,400 public schools (four-year high schools) in the United States by the Bureau of Education<sup>1</sup> to find out to what extent vocational guidance was included in the school program. Of the 5,628 schools replying, 932 reported vocation bureaus, employment departments, or similar devices for placing pupils.

While it would be difficult to say definitely what the present status of guidance is in our school today, it is safe to say that in practically every city of over 10,000 inhabitants, some form of vocational

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<sup>1</sup>Arthur J. Jones, op. cit., p. 426.



guidance exists. Perhaps in some cases the activities are not very definitely organized, but they are sufficiently pronounced to show that the schools are aware of the problem, and attempts are really being made to assist the student in meeting important crises.

Notable Developments in Vocational Guidance During the Past Quarter Century.- The most important change which has occurred in vocational guidance has been the conception of its aims. These aims have changed much in recent years. During the early period, these aims, in a very general way were stated to be "finding the vocation for which each individual was best fitted;" "keeping square pegs out of round holes;" "discovering one's talent." Recent years have seen a gradual trend of thought away from this conception. The futility of finding the "one best job" for a generation of school boys and girls was realized, and the workers in vocational guidance finally gave up hope of realizing this end.

Why was the "square-peg" theory abandoned? It is easy to see, now, the utter futility of such an idea. In the first place, to assume the validity of the "square-peg" theory is to assume that vocations stand still; that the same vocations which exist now will exist unchanged in the next generation. The falsity of such an implication is all too evident as vocations are not static; new vocations are constantly appearing and old ones are disappearing.

Secondly, the theory implies that the individual himself is a rigid inflexible personality, but we know that people are not cast in a mold; they are modifiable organisms and can be changed and influenced by environmental factors. The individual too, evolves, and the set of abilities which he displays today may be supplanted by new ones tomorrow. Times

have changed, and the individual and social problems of vocational adjustment have changed with them. They are still changing, but the ultimate occupational goal remains the same--an opportunity for useful, happy, successful living.

Thirdly, to cling to the "square-peg" theory is to assume that the individual is "cut out" for a single vocation. This is not true, yet we shall not argue concerning his adaptability to one vocation more than to another. The error lies in the implication that there is just one niche for an individual, and failure to find this niche means failure in life.

A New Conception of Guidance.-- The failure of the above type of guidance led to the formulation of a new type based on the following hypotheses:

1. Every person can succeed and be happy in a number of vocations. It is probable that 50 per cent of the people can succeed with a 50 percentile degree of success in 50 per cent of the occupations.
2. Each individual must make his own vocational decision. Science, however highly it may evolve cannot relieve him of that responsibility.
3. Vocational guidance cannot be 'administered' to an individual once and for all time. Most vocational careers involve a succession of decisions. True vocational guidance is, therefore, a continuous service; any agency that attempts to provide it must plan to follow-up the individuals whom it attempts to serve.
4. While vocational guidance can be given in an unsystematic manner, it ought to be systematized through the formation of bureaus devoted particularly to guidance and supported by the community.<sup>1</sup>

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<sup>1</sup> Harry Dexter Kitson, "Trends in Vocational Guidance," Objectives and Problems of Vocational Education, edited by Edwin A. Lee, New York, 1928, pp. 290-291.

In view of the new hypotheses, the National Vocational Guidance Association deemed it necessary to formulate a new statement of the aims of vocational guidance. It read thus: "Vocational Guidance is the giving of information, experience and advice in regard to choosing an occupation, preparing for it, entering it and progressing in it."<sup>1</sup>

Along with this change in the philosophy of vocational guidance has gone similar changes in practice--changes in formal program, types of investigation, and methods of organization.

Vocational Guidance in Public Schools.-- During the early period of the development of vocational guidance, it became firmly imbedded in the minds of leaders in the movement that the strategic place to give guidance is in the public school. By 1917, some of the functions of guidance had already been instituted in Boston, Cincinnati, Chicago and other cities. Although there were few formally organized bureaus in 1917, in 1928 there were twenty-eight cities boasting of a vocational director. Several other cities have introduced some type of guidance in their public schools. Approximately 3,000,000 of the 20,000,000 school children in the United States are enjoying some vocational guidance.

The development of the junior high school has contributed much to the adoption of vocational guidance in the public school. The junior high school is the best place for the institution of a vocational guidance program. One of the functions of the junior high school is to ascertain the differences of children in interests, aptitudes and capacities. In the junior high school children learn something of their own limitations and

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<sup>1</sup>Harry Dexter Kitson, op. cit., p. 291.

capacities as far as walks of life are concerned.

Studies in special courses in occupations, of course, depend to some extent upon the plan of organization of the school system. George E. Meyers<sup>1</sup> in his book, The Problem of Vocational Guidance says that the logical place to introduce courses in occupations is in the first year of the junior high school if the six-three-three plan has been adopted. It is at this time that pupils must choose between general, commercial and practical arts curricula. The guiding principles in determining the proper place of occupational courses in the curriculum are, (1) They should be given before large numbers of pupils leave school; (2) It should precede by a short time the differentiation of school work which makes it necessary for pupils to choose between several different curricula.

The junior high school is not working alone in its efforts to meet the responsibility of vocational guidance. There is the senior high school which contributes much to the performance of guidance services, yet not in such measures as the junior high school because it cannot contact so large a number of students. Trade schools and vocational schools also help. Particularly do part-time continuation schools aid in guidance. As one writer has phrased it:

Vocational guidance is not imposed upon it (the continuation school) but is inherent in it... The fact that every teacher is considered a counselor and is given specific time to visit the employers and parents of the pupils is an indication of the fact that all the activities of the school are centered in the boys and girls with a view to making the teacher eventuate in proper adjustment to society. In fact, the ultimate development of the part-time schools is a complete embodiment of the best vocational

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<sup>1</sup> George E. Myers, The Problem of Vocational Guidance, New York, 1929, p. 69.

practices and may well point out the way for other types of schools.<sup>1</sup>

Vocational Guidance Through School Subjects.— When vocational guidance was first organized, it was considered a separate field apart from the school curriculum. The English teacher confined himself to imparting English information; the chemistry instructor limited himself to the boundaries of chemical knowledge, and the same situation existed in other fields. Gradually guidance workers began to see opportunities to emphasize vocations, vocational opportunities and vocational selections through subjects in the school curriculum.

This idea was first advanced and put into practice by Jesse B. Davis who published a complete outline of English courses through which teachers of English might lead pupils to think about vocations. Other English teachers followed the example set by Mr. Davis and arranged their courses in order to accomplish the same end. In 1919, Giles and Giles<sup>2</sup> published their book, Vocational Civics, for use in giving information about vocations through a civics course. Through these influences many of the hundreds of teachers are using their courses as means of conveying vocational information to the student. Recently the proposal has been made that this principle be made applicable to other school subjects-- that all the subjects in the curriculum be used as a means of arousing vocational interests and imparting vocational information.

Extra-Curricular Activities.— Extra-curricular activities have done much over a period of time to promote guidance in the public schools.

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<sup>1</sup>Edwin A. Lee, Objectives and Problems of Vocational Education, New York, 1928, p. 292.

<sup>2</sup>Giles and Giles, Vocational Civics, New York, 1919.

Koos<sup>1</sup> has written an article in the Twenty-fifth Yearbook of the National Society for the Study of Education in which he listed twenty-five values to be derived from extra-curricular activities. Of these twenty-five, there are four which are closely allied with the vocational life of the child: vocational training, training in business methods, recognition of interests and ambitions, and exploration. Edwin A. Lee<sup>2</sup> in his book, Objectives and Problems of Vocational Education, made a comparison of the 145 activities prepared by Koos with the occupations listed in the United States Census and found that the number of these activities which could be classified as occupations was 30 per cent. This figure informs us that almost one third of the extra-curricular activities are really activities in which there are vocational possibilities.

Counselors and Placement.— When vocational guidance first became an integral part of the school system, counselors were appointed. Usually they served part-time along with regular work. However, as they proved their usefulness, they have been given more and more time to carry out their duties of counseling, and now there are several hundred full-time counselors distributed throughout the country, within the schools and communities.

After having assisted an individual to prepare for an occupation, it seems only logical that he should be assisted in finding a position. Thus we can see that placement has an important role in the vocational guidance program. Placement has been carried on for years. When the

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<sup>1</sup>Twenty-fifth Yearbook of the National Society for the Study of Education, Part II, 1926, pp. 9-22.

<sup>2</sup>Edwin A. Lee, Objectives and Problems of Vocational Education, New York, 1928, p. 294.

vocational guidance bureau is formed, placement should be incorporated into it. Especially effective coordination has been effected in behalf of the placement of juniors through the Junior Employment Division of the United States Department of Labor<sup>1</sup> which cooperates with the local bureau of guidance in a number of cities.

Atlanta, Georgia is perhaps the best example of a city where there is a high degree of coordination of effort among the various placement offices. All the placement agencies are gathered under one roof and form a clearing house for jobs.<sup>2</sup>

Vocational Guidance in Colleges.- The college contributes to the program of vocational guidance as well as the public school. Even in those colleges where bureaus are not set up, some type of vocational service is rendered. Before 1917, vocational guidance in colleges took the form of informal talks by persons in various occupational fields. Recent years, however, have seen the systematizing of information presented through definite courses.

There has also been a trend in colleges towards the appointment of full-time vocational counselors. Before guidance was instituted as a definite part of the curriculum, members of the college faculty were appointed as advisers, but their services could not be of much value because of limited time for counseling activities. The counseling of students was made secondary to regular class work. Within the last few years full-time counselors have been appointed in a number of colleges. A few of the

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<sup>1</sup> Edwin A. Lee, op. cit., p. 295.

<sup>2</sup> Ibid.

outstanding institutions of higher learning which have the services of a vocational counselor are, the University of Colorado, University of Michigan School of Commerce, Purdue University School of Engineering and Smith College.

Kitson<sup>1</sup> says that women's colleges give more attention to the matter of vocational guidance than other institutions, and these efforts to guide persons are crystallized in several bureaus, namely: The Bureau of Vocational Information, New York City which seeks to coordinate information about occupations in which college women may engage; the Southern Women's Educational Alliance, Richmond, Virginia, which serves this end in the South and also carries on services of propaganda and organization through southern colleges; and the Collegiate Women's Bureau of Occupations, which, with representatives in many cities, help college women to get a start in the educational world.

It is interesting to note vocational guidance in the college of today. Generally speaking, the development of vocational guidance is laboring under two serious handicaps. In the first place, we make an effort to build up self-reliance and self-determination in students; yet the college has its curricula already set-up and the student is allowed little self-decision. True, he has the privilege of entering the field of his choice, but the curriculum of his field is pre-determined. We set out the courses for freshmen and sophomores because they are supposedly too young and inexperienced to know what is best. The student reaches his junior year and specializes; still his courses are prescribed for him by

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<sup>1</sup>Edwin A. Lee, op. cit., p. 297.



authorities who "know best." Fixed curricula on an academic pattern are gradually giving way to those that permit adaptation to differences in degree of academic interest and ability, permit inclusion of meaningful materials, and permit training in wise choice of subjects and activities.

Secondly, we emphasize to the student again and again the necessity of being realistic--that he is living in a real world and must face the occupational world just as it exists. In spite of this, our college curriculum is composed of much unreality, and the emphasis is upon the past rather than upon the present. "We constantly dwell on the subject of non-romanticism about occupations, yet we encourage and teach romanticism and idealism in psychology, foreign languages, literature and sociology."<sup>1</sup>

In the face of these reverse conditions, what are some of the trends in the field? The following list from Occupations--The Vocational Guidance Magazine gives a few of the most encouraging and significant developments:

(a) Vocational guidance is no longer considered a function isolated from educational, personality, health and social guidance. These factors are all phases of a student's life, all elements in any student's decision to be made, and cannot be segregated or treated in an isolated fashion. A vocational counselor can no longer be content with merely providing vocational information. Both the information and the attendant counseling must relate vocational problems to educational planning, to knowledge of personal aptitudes and interests, to social and emotional development.

(b) As an amplification of this first trend is the growing recognition that good vocational counseling may include much that is not merely informational

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<sup>1</sup>C. Gilbert Wrenn, "Vocational Guidance and the College Curriculum," Occupations--The Vocational Guidance Magazine, Vol. XVI (October, 1937), p. 36.

from a vocational standpoint. A clear-headed examination of chances for academic success, under predicted conditions of scholastic competition is good vocational counseling. Assistance toward better mental health or away from social stresses and personal ambitions that will mean only emotional distress and life inefficiency is good vocational counseling. In fact there is good evidence to support the conviction that many students need something else much more than vocational counseling, no matter how urgent the need for the latter seems to be. Intellectually superior students may need intellectual stimulus and curriculum counseling, and academically poor students may need educational and life re-direction far more than they need vocational information or counseling. A vocational counselor can no longer consider as adequate equipment a vocational bibliography, a shelf full of vocational books and pamphlets, a list of alumni willing to talk to students, and a few vocational tests. This man should not be called a vocational counselor; he is merely a vocational technician.

(c) A corollary to the above is the trend towards combining diagnostic and chemical procedures. Tests or other objective results must be synthesized and given meaning in the light of the knowledge of test limitations and of known information about the social, family, and emotional life of the student. This means that a counselor must know social case-work methods as well as psychological methods of test interpretation. Tests are to be considered as means to an end, never as ends in themselves.

(d) Consideration of functional groupings of vocations is being substituted for the earlier emphasis on specific vocations. It is more valuable that a student know toward what vocational field his aptitudes and interests direct him than that he know the specific vocation he hopes to enter. The field of vocations may be determined by a careful consideration of his aptitudes, that is, the choice may be made upon a psychological basis. The specific vocation within this field, on the other hand, is subject to such chance factors as local opportunities, family connections, and economic conditions determining the level to which training can be pursued.<sup>1</sup>

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<sup>1</sup>C. Gilbert Wrenn, op. cit., pp. 39-40.

Vocational Testing.— The use of tests in connection with vocational guidance dates back as early as 1913 when Munsterberg<sup>1</sup> proposed the use of the science of psychology to promote development. He suggested that certain kinds of tests might aid in the selection of workers, and other psychologists, enthused over the suggestion, entered the field of "vocational testing." Much publicity was given tests and the eager public was certain of having found a way to select the "right" vocation.

Since the close of the Great War, the idea that intelligence tests could be used as an index to the vocation one should choose has persisted. It came as a result of an army investigation in which several thousand men were grouped according to the type of occupation which they had followed before entering the army. They were given intelligence tests and the scores computed. The occupational hierarchy ranged from common laborer to the highest occupational status. It was then thought that if individuals were tested and if they would make a score equal to the median score of an occupational group, we could safely say that they should enter that occupation.

It follows, without question, that there are several fallacies in this idea. In the first place, an individual at the middle range of intelligence would have as much intelligence as some of the workers in almost every occupation. In fact, a score on an intelligence test is an extremely inadequate measure of occupational selection among the 3,000 or more occupations. Kitson<sup>2</sup> says that the popularity of the idea that tests

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<sup>1</sup>Edwin A. Lee, op. cit., p. 304.

<sup>2</sup>Ibid., p. 305.

are a salvation for vocational adjustment is probably due to the human desire to find a short cut. We know that vocational guidance cannot be attained by means of any formula; no single instrument will ever be able to bring about vocational success; so regardless of the fact that our scientific instruments are becoming more highly evolved, the human reason and the human will must always be used.

New Frontiers in Guidance.— An unnamed author has commented thus about vocational guidance:

Every great social movement has begun with its head in the blue sky of idealism and it has taken years to get its feet upon the solid ground of self-criticism and realistic evaluation of results. Guidance is no exception. Its early days were days of propaganda; more recently this literature has been devoted largely to descriptions of guidance programs. Eventually we shall reach a period of mature self-criticism based upon the evaluation of carefully controlled experiment.<sup>1</sup>

Grayson N. Kefauver and Albert M. Davis<sup>2</sup> in their article entitled "Investigations in Guidance" show that the thinking of leaders in the guidance movement is tending in the direction of experimentation. Although an examination of 461 magazine articles on guidance has revealed only 140 which involved any systematic investigation, fifty one professors and ten directors of guidance have indicated their composite opinion that the research most needed at present is the evaluation of existing or experimental programs.

The most important findings resulting from a canvass of investigations are as follows:

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<sup>1</sup>Grayson Kefauver and Albert M. Davis, "Investigations in Guidance," Occupations--The Vocational Guidance Magazine, Vol. XII (November, 1933), p. 17.

<sup>2</sup>Ibid.

1. More than half of the 461 articles on guidance in five educational magazines are descriptions of guidance practices in schools, or in business or in industry. The next in frequency is the measurement of characteristics of individuals followed closely by articles dealing with occupations. Other types are treated infrequently.

2. In 461 magazine articles, there was an impressive concentration on subjective description and opinion only 140 being considered as involving some systematic investigation.

3. Over a five-year period, there was no important shift in emphasis either in problems receiving attention or in the extent of representation of articles involving systematic investigations.<sup>1</sup>

Expert judgments were obtained as to the relative importance of various types or lines of investigation with the following results:

1. Professors and directors of guidance thoroughly support the contention that there is a need for measures of effects of guidance service, next in importance being the investigation of occupational conditions and opportunities.

2. Directors of guidance attached largest importance to the proposition: Measure results obtained by existing programs of guidance. Professors of courses in guidance attached largest importance to the suggestion: Set up well-planned program of guidance, follow a group of students through this program, make complete records at each step or grade level, and make a careful measure of the results obtained by this well-planned guidance service.

3. Professors of guidance vary widely among themselves as to the types of investigation needed in guidance, a variance partly to be explained by the type of activity other than guidance in which they are engaged.<sup>2</sup>

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<sup>1</sup>Occupations--The Vocational Guidance Magazine, Vol. XII (November, 1933), p. 17.

<sup>2</sup>Ibid., pp. 17-18.

Kitson is, perhaps, our most outstanding figure and authority in the field of vocational guidance. He is keenly interested in the development and progress of the movement, and the subsequent writing done by him on the subject includes, in addition to painstaking research, the benefits of most careful reflection. One of his most recent articles, "A Year's Progress in Vocational Guidance,"<sup>1</sup> reviews the most significant contributions to the field. During the past year the following contributions have been made in various phases of guidance:

1. Principles of Vocational Guidance. One noteworthy feature among the accomplishments of the past year was the revision of the Principles of Vocational Guidance by the National Vocational Guidance Association. These principles were first formulated in 1921 and revised in 1924, 1928 and 1930; they were thoroughly reworked in 1937 to meet the present day conditions and technical developments in vocational guidance.

2. Assembling Information About Occupations. Information about occupations which, heretofore, had been scattered and difficult to find was compiled in the form of a bibliography containing 8,000 titles grouped under 600 occupational classifications. The Occupational Index, a monthly periodical is published by the National Occupational Conference. It contains abstracts of items in current literature which would be of value to workers in vocational guidance.

3. Diagnosing and Counseling Students. Several contributions to the technique of counseling individuals have appeared; a standardized set of tests designed to measure the state of students' thinking regarding educational and vocational plans; two new outlines of clinical

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<sup>1</sup>H. D. Kitson, "A Year's Progress in Vocational Guidance," Teachers College Record, (February, 1938), pp. 389-399.

procedures; a summary treatment of aptitude tests and a summary of various techniques, many of which are useful in vocational guidance.

4. Placement. The Wagner-Peyser Act of 1933, providing a plan of cooperation between the United States Employment Service and the State Employment Service, has been followed by the necessary legislation in the various states during the past year. Too, there is the Social Security Act which has been recently passed requiring all workers entitled to unemployment compensation to register with a state office. This makes the services of trained vocational counsellors necessary as well as a good deal of vocational guidance.

5. Certification of Vocational Counselors in Schools. Several states have followed the plan of certifying counselors in schools. The qualifications generally call for one year of graduate study in certain specified areas of vocational guidance plus a record of satisfactory experience as a teacher and as a worker in some other occupation.

6. Organization and Practice. The National Occupational Conference did much to stimulate vocational guidance. It financed an occupational tour for superintendents of the schools in thirteen large cities. These people visited school systems that presented good examples of vocational guidance, training and placement. At the conclusion of the tour, they drew up a 4,000 word document recommending a pattern for occupational adjustment. They instituted guidance programs in their schools and communities and established placement offices, either in the school or in cooperation with some other agency. It is believed that educators in small cities will observe the work of these superintendents and follow the example.

7. Non-school Agencies and Community Guidance Centers. In view of the fact that school programs cannot serve all of the people who need vocational guidance, a number of non-school agencies have operated over a period of years. Recent developments among these are: The Act of Congress extending the life of the C.C.C. Camps for three years from July 1, 1937 assures that about a million young men will receive some vocational guidance after they leave school.<sup>1</sup>

"One of the aims of the National Youth Administration is vocational and educational guidance. During the past year its work projects have been greatly expanded. Junior Employment Service has been established in conjunction with public employment offices in more than sixty cities."<sup>2</sup>

Objectives and Functions of Vocational Guidance.- Although there have been significant changes and trends in vocational guidance, the connotation of the term "vocational guidance" is almost the same now as when it was introduced. But the development of the movement, introduction of new ideas, discarding old theories and accepting new ones have done much to aid in the change of objectives and functions of vocational guidance.

The National Vocational Guidance Association states the purpose of vocational guidance to be the giving of information, advice, and the directing of experiences in regard to choosing an occupation, preparing for it, entering it and progressing in it.

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<sup>1</sup>H. D. Kitson, "A Year's Progress in Vocational Guidance," Teachers College Record, (February, 1938), p. 389-399.

<sup>2</sup>Ibid.



The functions of vocational guidance may be stated as follows:

1. To gather occupational information.
2. To disseminate this information.
3. To provide counseling.
4. To do placement and follow-up.

Obviously, then, an adequate vocational guidance system should have:

1. Facilities for gathering and disseminating occupational information.
2. Facilities for studying and counseling with individuals and groups.
3. Facilities for placement and follow-up work.

Briefly the objectives of vocational guidance as it exists today may be stated thus:

1. To assist pupils in choosing, preparing for, entering upon and making progress in an occupation.
2. To give knowledge of common occupations and of the problems of the occupational world in general.
3. To help the worker to understand his relationship to workers in his own and other occupations and to society as a whole.
4. To secure better cooperation between the schools on the one hand and the various social, industrial, commercial, and professional institutions on the other.
5. To help adapt education to the needs of individual pupils and the community.

6. To develop in the student the point of view that all honest labor is worthy and that choice of occupation should be based upon the peculiar service that the individual can render to society; upon personal satisfaction in the occupation; and upon ability, remuneration, possibility of advancement, and the like.

7. To assist the student to secure a knowledge of the facilities offered by the various educational institutions for vocational training and the requirements for admission to them, the length of training offered, and the cost of attendance.

8. To enable the student to secure reliable information about the danger of alluring short cuts to fortune through short training courses, selling propositions, etc., as represented by current advertisements, and of such unscientific methods as phrenology, physiognomy, astrology, and the like, and to compare these methods with that of securing really trustworthy information and frank discussion with experts.<sup>1</sup>

Summary.— In this review of the trends and development of vocational guidance during the past quarter century, we have been in a position to point out certain outstanding developments. Above all, we have observed a change from the view of vocational guidance as a kind of necromancy to a more sensible status. We have seen an effort to apply scientific measurements and investigations to vocational guidance. We have seen in vocational guidance a chance to coordinate and organize numerous forces within society all working toward the welfare of the

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<sup>1</sup> Some of these aims are included in the list formulated by the National Vocational Guidance Association.

individual. This review of the progress of vocational guidance gives ground for solid satisfaction. Noteworthy advances have been made on all fronts. There is increasing evidence that vocational guidance is being regarded as a function of education--not a frill but an integral part of the educational process. It is coming to be recognized in its true light--as an "organized service" to assist individuals in solving the problems concerned with occupational life.

### CHAPTER III

#### THE VOCATIONAL PROBLEMS OF NEGROES \*

Introduction.- In the democratic world in which we live, it seems that there should be no barrier to occupational opportunities and training. Yet we find that innumerable hindrances confront the Negro. Despite our talk of--democratic outlook and philosophies of equality, the fact cannot be overlooked that there are discriminations as to race, color and class. Vocational guidance as a means of aiding individuals to develop and make use of their capacities and abilities, aims to help all individuals regardless of race, color or class.

The fact stands out prominently that Negroes face handicaps which are not common to other races. In a very general way, the occupational problems facing Negroes are the same as those facing other races, but it is also factual that the approach to many of the problems of a minority racial group is different and in some respects more difficult. The dual system of education which is prevalent in certain parts of the United States serves to intensify vocational problems of the Negro.

In order to suggest methods by which the problems of vocational adjustment may be reduced and possibly be eliminated, it is necessary that we know what the problems are. In this chapter an attempt will be made to analyze the vocational problems of Negroes.

Causes of Vocational Maladjustments of Negroes.- The following statements by R. W. Bullock and W. R. Chivers explain to some extent the fact that Negroes encounter many difficulties in the matter of finding and

adjusting themselves vocationally:

1. Negroes have a tendency to concentrate in those economic groups which have contributed to the relief rolls; that is, unskilled labor and domestic workers. In fact, 28.6 per cent of all Negroes gainfully occupied are engaged in domestic service. of the 18.8 per cent engaged in manufacturing and mechanical industries a large number are unskilled laborers.
2. Lower wage scale for Negroes than whites. Negro gainful workers are usually paid smaller wages than white workers doing identical work. This difference in wages is present to some extent in all sections, but it is more prevalent in the South than in the North.
3. Racial discrimination in lay-off and re-employment. The Negro worker is traditionally 'the last hired and the first fired.'
4. The displacement of Negro labor. White workers and workers of other races displace Negro workers. Occupational shifts brought about by the depression are crowding them out of the cheap labor fields.
5. Industrial color bars. There have always been industries in which employers have refused to employ Negro help.
6. Color bars among organized labor. The Negro is often denied membership in labor unions. This discrimination has severely restricted his opportunities for employment.
7. Small scale Negro business enterprises. Negro business enterprises are small in scale and number. They are confined to a narrow field and handicapped by all of the factors that diminish economic opportunities for the Negro.
8. Lack of provision for Negro unemployables. Local public facilities for Negroes are much more inadequate than for whites.<sup>1</sup>

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<sup>1</sup>R. W. Bullock and W. R. Chivers, Vocational Guidance for Negroes, (February, 1937), pp. 2-3.

Why is it that in the last ten or fifteen years, a large per cent of all Negroes, able to seek advanced training for jobs, have gone into one or another of four professions--teaching, medicine, law, or the ministry? Why is it that at the present time there are hundreds of occupations in which less than a dozen Negroes are engaged? Why does so large a percentage of ambitious young colored people finally gravitate into low-grade unskilled work?

The causes listed previously by Bullock and Chivers answer these questions in part, but another important reason for failure to adjust in the occupational world is the lack of vocational guidance and training provided for the Negro youth. The young Negro high school graduate probably wants to enter a professional field and take up teaching, law, medicine or preaching largely because he has seen other Negroes reach the heights of success in these occupations. He is, therefore, somewhat justified in feeling that these are the only fields in which colored people can succeed. He goes to college and earns his degree, and then looks about for work. Sometime he gets work, and quite often he does not.

Perhaps with proper guidance at high school age, he might have been saved a large amount of trouble, and have been prevented from taking a type of work for which he is possibly unsuited.

Ira De A. Reid, Professor of Sociology, Atlanta University, in his article entitled "Vocational Guidance for Negroes" speaks thus:

The atrocities which have been committed in the name of guidance for Negroes are legion. A comparison between the theories of guidance and their application to the Negro youth's quest for advice on the subject would prove how ineffectively we have handled one of the very

important practical tests of guidance. Our inadequacies in this respect affect approximately 4,000,000 Negro children between the ages of five and twenty enrolled in American educational institutions.<sup>1</sup>

Occupational Status of Negroes.-- In an article also written

by Ira De A. Reid, the following statistics are given:

There are approximately 12,000,000 Negroes in the United States, 5,500,000 of whom were reported as having gainful occupations in 1930. Of course the majority of these workers are engaged in agricultural and domestic service pursuits. Yet, more than 1,500,000 are engaged in the manufacturing and mechanical occupations and in the professions. The rapid growth in the number of Negroes in the so-called industrial jobs has been one of the greatest leveling influences in the American industrial pattern during the century. The skewness of this pattern that showed Negroes as having a virtual monopoly on the marginal jobs of our occupational scheme was smoothed out by the demand for industrial workers--a demand which could be met only by using Negroes. This smoothing process introduced more than a million Negroes into Northern communities and permitted a realignment of the archaic racial distribution of jobs which have heretofore typified American industry.

It happens however, that most of our thinking about the Negro's occupational status has been based upon a concept derived from his position prior to the World War. Today, of the 544 occupational groups listed by the Federal Census of 1930, there are only four in which no Negroes are employed--officials of street railroads, proprietors, managers and officials in air transportation, grain elevators and stock yards. This does not necessarily mean that Negroes have successfully hurdled all of the barriers to job freedom. It does mean that a number of the so-

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<sup>1</sup>Ira De A. Reid, "Vocational Guidance for Negroes," Occupations--The Vocational Guidance Magazine, Vol. XII (January, 1934), p. 25.

called racial 'inferiorities' and 'inabilities' to pursue certain types of occupations have vanished.<sup>1</sup>

Quoting again, the Monthly Labor Review gives statements of some of the vocational problems of Negroes which, in the opinion of the writer, show clearly the need for vocational guidance:

Of every 1000 gainfully occupied Negroes ten years of age and over in the United States in 1930, twenty-five were reported in professional service as compared with seventy-nine per 1000 native white gainful workers in such service and forty-four per 1000 of the foreign-born white gainful workers. In clerical occupations, however, the findings were much less encouraging for the Negroes, only seven per cent of that race being included under this classification while the corresponding figures for the native white and foreign-born white gainful workers were, respectively, 104 and 41.

In 1930, the proportion of Negro gainful workers ten years of age and over in the United States in specified occupations in which Negroes predominated ranged from 50.1 per cent of the midwives and 50.6 per cent of the boot-blacks to 84.1 per cent of the laborers in fertilizer factories. Of 361,033 launderers and laundresses (not in laundries), 75.1 per cent were Negroes and of 321,722 workers other than in hotels, restaurants and boarding houses, 68.5 per cent were Negroes.<sup>2</sup>

Negro Women.-- Vocational problems are by no means limited to Negro males as there is much evidence to prove that Negro females also present a complicated problem. As we well know, Negro women have for many years been relegated in large numbers to low-grade unskilled and non-

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<sup>1</sup> Ira De A. Reid, "Vocational Guidance for Negroes" in Occupations--The Vocational Guidance Magazine, Vol. XII (January, 1934), pp. 25-26.

<sup>2</sup> Monthly Labor Review, Vol. 42, No. 4 (April, 1936), p. 975.



professional work such as laundering, domestic and personal service. These occupations consist of long hours of steady grind, occupational hazards and low wages. From general observations, it would appear that little or no consideration is given to the need for uniform working days and weeks or standard working hours. Many industries have a definite wage scale set up on the basis of a certain number of working hours per day or week; but such is not the case where jobs for Negro women are concerned.

It is generally accepted that the majority of Negro women of the intellectual class enter the teaching profession. This does not remove the problem of vocational adjustment, however. The very fact that the majority of them go into the teaching profession, when there are many other fields to enter, indicates the inadequacy of vocational guidance at high school age. If they were given proper guidance, it is probable that many Negro women who choose teaching as a profession would select other fields in which they could better adapt themselves. Some teachers who have less formal education find it difficult to retain their positions in the teaching profession. Standards are being raised, and consequently many of them are being dismissed.

A bulletin issued by the government entitled "Negro Women in Industry in 15 States" in discussing the position of women in the occupational world states that:

Two thirds of all work seekers on relief were Negroes of whom women outnumbered the men by three to two. Among the white workers, men outnumbered the women more than two to one.

Professional represented only one per cent of the workers on relief in Atlanta in May. Most numerous were school teachers of whom nearly 200 were on the rolls, including 150 Negro teachers. About fifty musicians or teachers of music were receiving relief. Included in smaller numbers were actors, trained nurses, clergymen, draftsmen, photographers, writers and editors.

Of the major group of 10,000 domestic and personal service workers on relief, 94 per cent were Negroes. More than half or 6,200 had formerly been employed as household servants, accounting for one quarter of all workers on relief. Another large group, 2,400 in number had been employed as cleaning women or private laundresses. About 650 were industrial laundry operatives; 350 had been employed as janitors; 200 as porters; 150 as mid-wives or untrained nurses; and 150 as barbers, hair dressers or manicurists.<sup>1</sup>

These figures are sufficient to show that the occupational status of the Negro race as a whole is very low and relatively unstable. There is still another question which arises. Why do Negro youths confine themselves to a limited number of well-known occupations? This tendency of Negro youth to concentrate in a narrow range of occupations is general over the entire country.

Negative Vocational Selection.— Negroes find it difficult to enter many occupations simply because they are Negroes. It is necessary to build up a type of guidance program which will be instrumental in overcoming the barriers of race. It is of much more importance, however, that this guidance program emanate from a philosophy of vocational guidance which will assist in building up attitudes to the end that such barriers of race may be removed. There is much logic in this statement by Charles

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<sup>1</sup> Negro Women in Industry in 15 States, United States Department of Labor, Bureau of Negro Women, Bulletin No. 70, p. 31.

H. Thompson: "The philosophy underlying our vocational guidance machinery is of much more importance than the mere presence or absence of the machinery itself."<sup>1</sup>

Franklin J. Keller in his speech presented at the Atlanta Conference on Vocational Guidance in 1936 states thus:

One of the oldest queries in the field of vocational guidance for Negroes is, 'Shall we train colored boys and girls for the jobs that are available to them, or, in the hope that they may be lucky, shall we also train <sup>2</sup> them for jobs that are now held only by whites?'

In many instances it seems that Negro youth have been counseled to limit their vocational ambitions and aspirations to those occupations in which the Negro is now engaged and to eschew those in which few or no Negroes are now engaged. If Negroes followed this principle, more vocational problems would ensue. In the event social trends would make openings for Negroes in the higher professions from which they are now excluded because of color, they would be unprepared to meet the situation. One wonders if unpreparedness for an available opportunity is not equally as distressing as having sufficient training and knowledge about a profession which is held exclusively for whites.

The occupations which bear the title "Negro jobs" are of the lowest types which can be found. If Negroes are to prepare only for those

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<sup>1</sup> Charles H. Thompson, "The Vocational Guidance of Negroes," Occupations --The Vocational Guidance Magazine, Vol. XIV (October, 1935), p. 495.

<sup>2</sup> Franklin J. Keller, "The Purpose, the Story, and the Spirit," Occupations --The Vocational Guidance Magazine, Vol. XIV (March, 1936), p. 486.

occupations in which large numbers are now engaged, it tends to confine a disproportionate number of Negroes to the lowest level of our vocational caste system. It assumes that the Negro has a "place" in our economy just as in the period of slavery and that education is to keep him in his place. But the Negro must not have a "place" in our economy. Individuals must be trained for jobs, which in the light of their interests, aptitudes and capacities, they will be likely to fill acceptably. But, at the same time the young person should be assisted in every possible way to understand what the chances of employment are. He must be armed with skills and fortified with emotional resistance. He must know what he wants and must realize the difficulties of securing what he wants. He must aim for the best, but be willing to accept the next best rather than be idle. He must be ready to fight ever to advance the frontier of Negro occupational life and to destroy that most undemocratic concept of all, "a Negro occupation." Vocational success in a large measure depends upon the mind set of the individual. He must never be led to believe that certain occupations are completely inaccessible. If at the time of his preparation, there are no openings available in the occupation of his choice, he must believe thoroughly in the possibilities of "crashing the color line."

In an article concerning the limited occupational outlook of Negroes, written by Charles H. Thompson,<sup>1</sup> Editor-in-Chief of the Journal of Negro Education, he says that the Negro slaves, when freed, made up

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<sup>1</sup> Charles H. Thompson, op. cit., p. 45.

an undifferentiated mass of unskilled workers with a sprinkling of artisans and a negligible number of "professional" workers. The policy of limiting Negroes to the occupations in which they were currently engaged may be said to be a failure as some Negroes are now engaged in practically every occupation listed in the current census report. Likewise, the success of this policy accounts for the fact that so few Negroes are engaged in many occupations. The history of Negro labor discloses that Negroes may and do successfully engage in occupations other than those in which the bulk of their members are currently engaged. It is fallacious to give to Negroes a limited occupational outlook; it is very evident that there is a necessity for concerted and systematic effort to find out how Negroes have overcome such limitations in the past and to devise ways and means of utilizing such knowledge to widen the occupational horizon in the present and future.

In a very illuminating article in the Journal of Negro Education, Charles H. Thompson,<sup>1</sup> the editor, calls our attention to a very neglected phase of vocational guidance for Negroes. He feels that socialization of the worker is highly important. He states:

In the first place, the school must recognize that our present occupational world 'is a world primarily of production workers, machine minders, and office clerks--a world in which highly skilled craftsmen and professional people have numerically a rather unimportant part;' a world in which 'The job itself is a living thing,' where 'changes are so rapid that the worker can hardly be sure of being asked to do tomorrow the things he has to do today--whether it is the compositor being compelled to learn to use the linotype;' the telegrapher, to use the

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<sup>1</sup> Charles H. Thompson, "A Neglected Phase of Vocational Education Among Negroes," The Journal of Negro Education, Vol. VII (January, 1938).

teletypewriter; the street-car motorman, to become a bus driver; or the pullman porter, to become a steward on a transcontinental aeroplane sleeper. In a word, our present machine world demands workers who are alert and responsive, who have an intelligent grasp of the general operative technique of an entire occupational field; in short, who are 'all-round' mechanics in a broad field rather than just a specialized band.

In the second place, the school must recognize that even more important than providing for the purely technological requirements of the modern occupational world is the task of the socialization of the worker; The mechanization of our occupational life has not only changed the purely technical aspects of practically all occupations, but, what is even more significant, it has changed and increased the social and psychological tempo and demands of vocational life in general.<sup>1</sup>

Thus we see that any failure on the part of Negro workers is due to a number of factors other than their inability to meet the technical requirements of their jobs. The most important of these factors are social ineffectiveness, inability to adjust to the life-pattern of the occupation, misunderstanding as to the true nature of the vocational world, and lack of an intelligent philosophy of work. T. Arnold Hill, Industrial Secretary of the National Urban League, who for the past twenty years has had more opportunity than any other person to observe Negro workers throughout the country, makes the following very significant observation:

The type of vocational instruction most necessary for the vast majority of high school students is not technical but social..... The lack of social understanding is responsible for most failures, and especially is this true of Negroes. Many occupational losses sustained by Negro employees are due more to ignorance of how to work with people, than of how to work for people. It is

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<sup>1</sup> Ibid., pp. 2-3.

in this respect that placement officers find most of the shortcomings of Negroes, rather than, as many suspect, in their mental or technical capacity.<sup>1</sup>

Another problem in vocational guidance for Negroes is the need for fostering within the Negro boy or girl a firm belief in himself and his capacities, together with a wholesome respect for himself. Mr. W. A. Robinson,<sup>2</sup> Principal of the Atlanta University Laboratory High School has devised an attitude test, the object of which was to find out what specific attitudes were possessed by Negro children of the pre-adolescent, adolescent, and post-adolescent periods of development, which are distinctly unfavorable to their own racial group. Two tests were devised, the first of which was an informal questionnaire of the positive and negative answer procedure for answering, and the second was of the multiple choice type with a ranking of the choices. Some general beliefs of Negro students included in the test were:

1. No banks are entirely safe, probably, but any person honest with himself knows that Negro banks are not as safe as white banks.
2. The average Negro doctor will refuse to serve a patient if he is not sure of getting his money.
3. Negro children are so bad mannered on street cars and in public places that separation of the races could almost be justified on that basis alone.
4. The average Negro minister unlike the average white member spends more of his time begging money than he does trying to save his congregation.

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<sup>1</sup>Ibid., p. 4.

<sup>2</sup>Thomas E. Davis, "Some Racial Attitudes of Negro College and Grade School Students," The Journal of Negro Education, Vol. VI (April, 1937), pp. 157-165.

5. The quickest way to ruin a good car is to turn it over to a Negro mechanic.
6. Negroes might just as well give up expecting to get into the manufacturing end of production.
7. The average Negro mechanic takes a Ford car down and somehow gets it together again and then thinks he is a mechanic.
8. Sensible Negroes will deal with white rather than Negro insurance companies.
9. Negroes have never learned to work together.<sup>1</sup>

The results of the two tests indicate the adverse attitudes of all the students tested about Negro business. The existence of these attitudes among both the youth and the adults of the Negro race is a serious indictment of Negro education. The concluding statement in the article, "Some Racial Attitudes of Negro College and Grade School Students" by Thomas E. Davis reads thus:

Schools and colleges are attempting major programs of vocational and occupational guidance based upon aptitudes without the inclusion of a consideration of intra-racial attitudes. There is no logic in training Negroes for business if they continue to believe in the ultimate failure of most Negro enterprises, or if they must operate in locales where the population has no confidence in Negro business. If the psychologically important factor of self-confidence is to operate, it must of necessity be rid of the added burden of adverse attitudes about the general field of business. The failure of business, the ministry, and other specialized fields to attract more educated Negroes who could insure higher percentages of success is due in part to the general attitudes held by Negroes towards them.

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<sup>1</sup>Thomas E. Davis, "Some Racial Attitudes of Negro College and Grade School Students," The Journal of Negro Education, Vol. VI (April, 1937), pp. 160-161.



Changing attitudes would also mean removing one of the most important obstacles to the progress of Negro business. Herein lies a challenge to those who would improve the economic status of the Negro.<sup>1</sup>

Thus we can readily see that there is no need to train for vocational fitness if we are not going to employ and believe in the products of these vocational schools.

The vocational problems of Negroes are manifold. A large portion of these result from the lack of constructive help in the choice of a vocation. Negroes are confronted with the difficult problem of trying to make occupational choices in a complex occupational world without proper guidance and assistance. Perhaps a few of them have received some help through courses offered, but the majority of them have not had any help at all. The Colored Division of the National Youth Administration made a study of 250 high school students in Atlanta, Georgia. For the males, the occupational choices included the United States mail service, business and teaching; for the females, teaching, trained nurses, secretarial and clerical work.

R. W. Bullock and W. R. Chivers in the manual on vocational guidance write thus concerning occupational choice of students:

Of 500 college students who indicated first choice, approximately 85 per cent are looking forward to preparing themselves to enter teaching, medicine, law, business and the ministry with the majority concentrating in the field of teaching. Of 150 out-of-school youths between the ages of 16 and 25 who were employed on N. Y. A. Projects and whose average amount of formal schooling for the entire group was seventh grade, 33 per cent

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<sup>1</sup> Thomas E. Davis, op. cit., p.

expressed occupational choices of teaching, medicine and mechanics; of the females, 73 per cent expressed occupational choices of trained nurse, teaching, seamstress and maid service.

When these students were asked to give reasons for making the choices, 59 per cent said, 'I am interested in it,' and 18 per cent said, 'Because it is my preference.' When questioned more closely, they could not explain why they preferred the occupations of their selection. This is an indication that these children have had little or no information about the occupations of their choice.<sup>1</sup>

It is quite evident that serious effort must be made to eradicate evils of our vocational set-up. In order to attack these vocational problems, a careful program of guidance must be formulated and carried out. It must be remembered that the occupational future of the Negro is inextricably bound up with that of all other workers in the country without consideration of race, and that only a policy of vocational guidance which recognizes this fact can be of any real value to Negroes. We have indicated the need of organization and administration of vocational guidance among Negroes, and we must ever keep in mind that the need for a sound, long-range philosophy of guidance is more pressing than the actual presence of elaborate guidance machinery.

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<sup>1</sup>R. W. Bullock and W. R. Chivers, Vocational Guidance for Negroes (February, 1937), pp. 10-11.

## CHAPTER IV

### SUGGESTIONS FOR A GUIDANCE PROGRAM IN THE SENIOR HIGH SCHOOLS FOR NEGROES

Introduction.— The facts given in Chapters II and III indicate that there is a felt need for an effective program of vocational guidance. This Chapter is written with the hope that it will be of some value to students now in the senior high school as well as to guidance workers. The complexity of modern society has made it necessary that guidance programs be set up. The boys and girls of today are confronted with a wide field of employment opportunities and a considerable range in choice of educational courses. Children no longer follow vocationally in the footsteps of their parents. They are not limited to the "Three R's" program of education. It is of utmost importance that pupils choose types of work for which they have inclination and ability, that they understand fully the requirements of these choices, and that they prepare for their objectives without loss of time.

This is an era of rapid change in industry; old occupations are vanishing and new ones are taking their places. A program of vocational guidance, then, must be continually adapted and re-adapted to prevailing social and economic conditions. These changes must be considered and planned for accordingly. The world wide depression caused by a period of economic stress has accentuated many conditions which the Negro faces, and this must be recognized in planning a guidance program. The changes which occur in the social and economic system have some bearing on the

future welfare of our Negro youth. These Negro youth realize that they must soon take their places in the occupational world and that they should function well in those places. The suggestions which are given in this chapter are made in an effort to construct a useful guidance program, not one which is theoretically logical and consistent, but one which would be effective when put into actual practice.

The Senior High School.— The vocational guidance of youth in our senior high schools for Negroes is a problem which demands the most careful consideration of every teacher who is in any way concerned with the welfare of the students. Pupil guidance consists in helping pupils to set-up for themselves objectives which are dynamic, resonable and worthwhile, and in helping them attain these objectives. This should be one of the major objectives of the senior high school.

What does the child want to do? What can he do with success and satisfaction? Answers to these questions must be sought for each and every child during the junior and senior high school years. We include the junior high school because it is the period during which exploratory courses are given to determine the child's capacities, potentialities, abilities, habits, skills, interests and aptitudes. It is an obligation of the junior high school to enrich the experience contacts of pupils through short pre-vocational courses in selected fields of industry, commerce, agriculture, home-making, etc. These short pre-vocational courses are offered in our modern junior high school to provide a background for final vocational selection. These courses are also beneficial to that group of students who do not reach the senior high school. The senior high school, however, should help to prepare boys and girls for wage earning occupations, and

it is with this that we are primarily concerned.

Administration, Organization and Aims.— Any successful program of guidance is built upon administrative authority and responsibility. An effective guidance plan must have a definite organization in mind, and the aims which are to be accomplished should be formulated. This does not mean that the plan of organization must be elaborate; Negro schools cannot afford an elaborate set-up because of lack of facilities, but each of these schools can formulate a list of definite objectives in the vocational guidance program.

The organization and aims of a plan for vocational guidance in the senior high school for Negroes would not be different from those for other racial groups. The program should be under the direction of persons who are sympathetic with the movement and qualified to administer it. In only rare instances do we find full-time counselors and vocational workers in Negro high schools; thus the guidance program must be placed in the hands of the principal and his teachers. The aims of the plan of vocational guidance should be kept in mind and should find expression in the following objectives listed in Occupations--The Vocational Guidance Magazine:

1. To discover and develop fully the pupils interests and capacities.
2. To aid the pupil to make satisfactory educational and vocational adjustment.
3. To disseminate educational and occupational information.
4. To establish a sound basis of social understanding. To help the worker to understand his relationship to workers in his own and other occupations and to society as a whole.

5. To orient the pupil to the next educational unit.<sup>1</sup>

As most Negro high schools cannot afford the services of a vocational counselor, it is suggested that the principal organize a committee of teachers to study the vocational problems peculiar to the students in his school. The committee should formulate a definite philosophy of guidance which should be passed on to all teachers in the school. These teachers, then, should employ the aid of their school courses to disseminate vocational information which the students need; any other agency which might be instrumental in giving the student guidance should be used. The teachers must give the child moral, health, social and educational guidance as well as vocational guidance, because it is the dissemination of the forementioned types of guidance which often determines the success or failure of the vocational guidance program. Effective vocational guidance pre-supposes on the part of the teacher a wide knowledge of contemporary problems.

In the following quotation from Charles H. Thompson, the teacher's problem is set forth and remedial measures are offered:

Whatever else may account for the school's neglect of the very important task of socializing our future workers, one reason is to be found in the type of teacher engaged in many of our schools. Just as the modern world is demanding a new type of worker, it is just as surely demanding a new type of teacher --a teacher who not only senses and understands the problems which her pupils of today will face as workers of tomorrow, but who also has the knowledge and interest to help them find solutions for those problems. But, how many teachers are there in this country who sense and understand the problems of the workers in the communities in which they teach? How many teachers are there who understand, or who are even interested in, the recent Social Security

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<sup>1</sup>Occupations--The Vocational Guidance Magazine, Vol. XIV (October, 1935), p. 12.

Act? How many teachers know the provisions or the extent of workmen's compensation laws? How many know the provisions, extent or character of the pending Federal Wages and Hours Bill? How many know the aims, history or present status of the labor movement in this country? How many know or understand the issues involved in the present controversy between the A.F. of L. and the C.I.O.? (Maybe, I should have asked: 'How many know what the A.F. of L. and the C.I.O. are?') Finally, how many teachers know of, or are interested in, the numerous other issues which are harrowing the very souls of workers in all parts of the country today? In the cases of the teachers of Negro youth, this situation is even more serious; not because they are more ignorant or less interested than other teachers, but because Negroes are the most exploited and helpless group of workers in America today--most exploited, not necessarily because they are Negroes, but primarily because they are the most ignorant.

A next step forward in the improvement of our vocational education obviously involves our giving immediate attention to this very important phase. One of the most fruitful points of departure in this effort will necessarily consist in the training and selection of teachers who are competent to give the type of training required.<sup>1</sup>

Charles H. Thompson said further that the philosophy underlying our vocational guidance machinery is of much more importance than the mere presence or absence of the machinery itself. This statement has particular weight with reference to vocational guidance for Negroes. It is true that a general philosophy of educational and vocational guidance exists, but the building of a racial philosophy within this general philosophy is paramount if Negroes are to be rescued from that fatalism which accompanies loss of faith in American ideals. The greatest weakness of racial guidance

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<sup>1</sup>Charles H. Thompson, "A Neglected Phase of Vocational Education Among Negroes," The Journal of Negro Education, Vol. VII (January, 1938), p. 4.

in the North is the failure of those who advise Negroes to emphasize the necessity for an exploration of abilities which will enable humans to make choices rather than to become victims of proscription. In the South the Negro sometimes fears guidance because of those who say, "This is another chance to keep the Negro in his place." What place nobody knows.

The following suggestion is offered the faculty of the Negro high school, particularly those persons closely allied with guidance work. The young Negro must be convinced that there are no "Negro jobs." He should be encouraged to have a firm conviction about the vocational world and its opportunities for him. If guidance workers can succeed in building up good attitudes as already discussed in the foregoing chapter, ambitions will probably be disclosed which might have been thwarted through fear of segregation and lack of opportunity due to color.

Occupational Information.— We know that adequate occupational information is indispensable to any program of vocational guidance. When a program of vocational guidance is planned, it is very important to give the student general information concerning the occupational world and specific information about the few occupations from which he is likely to choose his life's work. Occupational information can best be disseminated through a regular course on occupations. According to Norton and Norton<sup>1</sup> in Foundations of Curriculum Building, there is a trend to give courses in occupations in the industrial arts department. Negro schools, however, labor under the handicap of lack of facilities and a

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<sup>1</sup>J. Norton and M. Norton, Foundations of Curriculum Building, (New York, 1936), p. 496.



limited number of teachers; it is probable, then, that occupational courses cannot be offered. For those Negro schools offering occupational courses, the following outline given by Bullock and Chivers concerning what such courses should cover, may be helpful:

1. Nature of the work
2. Things that worker actually does
3. Main advantages and disadvantages
  - (a) Factors that interest and develop the worker
  - (b) Factors that cause physical or nervous strain
  - (c) Factors that restrict mental growth
  - (d) Factors that are in other respects important, as affecting the welfare of workers, (i.e., liability to accidents, occupational diseases, etc.).
4. Qualifications and training needed
  - (a) General education
  - (b) Necessary technical education
  - (c) Manipulative skill
  - (d) Other requirements; qualities essential, such as accuracy, etc.
5. Possibilities of occupations
  - (a) Provisions made for systematic instruction
  - (b) Extent to which occupations can be learned in establishment
6. Remuneration
  - (a) Wages, Salaries
  - (b) Special incomes
7. Hours of work
8. Seasonal demand for work
  - (a) Busy seasons
  - (b) Slack seasons
  - (c) Fluctuations in employment
9. Are workers organized?
10. Entrance age and requirements

11. Time required to learn duties
12. Is supply of labor adequate to meet demand?
13. Is demand for such labor increasing or decreasing?
14. What is the source of supply?
15. Common deficiencies of workers.<sup>1</sup>

What suggestions can be offered to provide for the dissemination of occupational information in those school situations where occupational courses are not given? The principal should solicit the cooperation of his teachers and follow the example set by Jesse B. Davis<sup>2</sup> who first advanced the idea of using academic subjects as material to convey vocational information to the student. It is also advisable to keep in touch with men in various professions who can give the students reliable and unbiased information about occupations.

Placement.— Placement has a very prominent role in the program of vocational guidance. It involves helping people to enter the vocation of their choice. Two groups emanate from the senior high school. One group consists of those individuals who will go to institutions of higher learning to prepare for professions, and the other consists of those who have received preparation to enter short-time vocations.

If facilities were available, placement bureaus could be set up and counselors and directors of vocational guidance appointed to see

<sup>1</sup>R. W. Bullock and W. R. Chivers, Vocational Guidance for Negroes, (February, 1937), pp. 20-21.

<sup>2</sup>Edwin A. Lee, Objectives and Principles of Vocational Education, New York, 1928, pp. 293-294.

that individuals are placed in those positions in which the greatest service can be rendered. With the meager facilities found in Negro high schools, this type of organization cannot be effected. Under the existing circumstances, the principal and faculty should endeavor to keep close connection between the school and field in which vocations are found. As nearly as possible, they should keep a record of the employment opportunities which are available in the community.

There are general problems which are certain to confront placement workers in the senior high school for Negroes. There are those problems involving the occupational outlook and possibilities for advancement in fields where Negroes are segregated and discriminated against because of race. There are also problems due to the lack of jobs caused by the depression and partly to racial discrimination in the occupational fields. Again, difficulties arise over the kind of vocational education that should be recommended to individuals facing the above problems.

These problems are of a serious nature, and for them we have no direct solution. The elimination of these problems will be a gradual, not a sudden process. This much can be said, however. Whenever possible, the vocational workers should try to arrange for students to acquire apprentice experience. The Negro is often denied opportunity to secure apprentice positions.

The manual prepared by R. W. Bullock and W. R. Chivers on Vocational Guidance for Negroes gives several interesting examples of placements that have been made. It is probable that prospective workers will note some of the techniques used in placing individuals:

1. We have cooperated in several movements to open up new avenues of employment for colored people. A colored manager and two clerks were placed in a grocery store which is operated by a large chain system. A colored pharmacist was placed in the drug department of the General Hospital. A colored man has been appointed district physician. We operate informal educational classes for the purpose of training men for semi-skilled positions. We are in touch with all the large manufacturers and many of the small ones, keeping a watchful eye for employment opportunities.

2. In the public work jobs, at first practically few Negroes were getting work because white doctors did all the examining; later through local efforts we were able to get Negro doctors to assist in the examining of Negro men, and then some of our group could pass the test and get work.

3. We have worked with several groups in securing jobs for Negroes not formerly opened.

4. We have assisted men into new jobs by getting them acquainted with new job opportunities that existed in our local community.<sup>1</sup>

We see from the above excerpts that the racial barrier can be broken down to some degree. It is the responsibility of the administrators in the senior high school to convince the students that hopes for jobs are not to be given up simply because Negroes have not held the positions before. They must be encouraged to make double efforts to secure jobs which heretofore, have been closed to them. It has already been mentioned that we must do away with the term "Negro jobs." It also becomes one of the duties of the placement division to help Negro youth to establish themselves in those fields which are growing in significance and importance.

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<sup>1</sup>R. W. Bullock and W. R. Chivers, Vocational Guidance for Negroes, (February, 1937), p. 47.

Counseling.- Counseling has always been an integral part of the vocational guidance program although until recently, it has come about very indirectly. Information and advice given to students did not come through trained counselors but through teachers who had not received training in vocational guidance. Although the number of full-time counselors is growing, at present there are relatively few in our Negro school systems. Therefore, the duties of counseling must be carried out by the teachers.

As trained counselors are very few among Negro high schools, the writer offers these suggestions to aid those teachers who are serving in that capacity:

1. The counselor should have a business-like attitude, yet he should approach the student in such a cordial and friendly manner as to put him at ease.
2. He should never create an antagonistic attitude between himself and the student.
3. The choice of an occupation or vocation should not be made too hurriedly or too early. Careful study of the occupations and of the student must be made. Choosing an occupation should be an educational process of selection by progressive elimination. Provisions should be made for reconsideration and re-choice wherever situations and conditions warrant the change, and above all, care must be taken to see that the individual chooses his own occupation and not someone else for him.
4. Alluring short cuts to fortune as represented by current advertisements should be investigated, condemned and supplanted by trustworthy information and frank discussion.

We know that due to the economic stress of recent years, the

loss of certain jobs for Negroes has been felt. Even the most menial jobs which whites once considered far beneath their social status have been taken from Negroes and given to whites. As has been traditionally stated, the Negro is the "first fired and the last hired." In order that this loss may be reduced, it is advisable that all students be given advice and information about the vocational world. In whatever task the student is required to engage, efficiency should be stressed. Vocational workers in senior high schools for Negroes should give this particular attention as the students are ready to leave high school to continue along other paths. The very fact that they give efficient service will do much to improve their vocational opportunities.

Skilled Occupations Open.- It would seem that occupational fields for Negroes are gradually expanding and growing in importance. Young people in the senior high school who stand at the cross roads must be made to realize the many occupations which are now accessible and in which they can do successful work.

Recently the Works Progress Administration made a study of Negro skilled workers and found a number of them making good in uncommon occupations. It revealed Negroes as shipbuilders, diamond experts, stone masons and metallurgical and construction engineers. It delved into their experiences in training for and obtaining jobs.

One interview brought out the story of a Negro graduate in engineering who applied for a job with one of the country's largest railway companies. When called in for an interview, he was informed by the manager that the position was not open to a Negro. However, after inspecting samples of the student's work, the company official decided to test his

ability. Sifting out one of the firms most difficult engineering problems, he assigned the young engineer to the task of drawing up plans for the construction of a railroad line through miles of mountainous territory.

In less time than had been allotted for the assignment, the young engineer submitted his plans which were approved and highly commended by a group of expert draftsmen who did not know who had prepared them. The applicant was given a job with the company and put in charge of the construction work drawn up from his plans which transformed miles of woodland into a potential railway system. Now he is doing research work for the perfection of air-conditioned trains as an added comfort to railway passenger service.

Another interview revealed a Negro metallurgical engineer in charge of the research laboratories of a leading concern. A Negro chemist was found holding a similar position in the research laboratories of a mid-western railroad company. A Negro diamond cutter was discovered in a mid-west firm, passing final inspection on all finished stones.<sup>1</sup>

These facts are sufficient to show us that Negroes with college training can be successful in many fields besides the cut-and-dried professions. To employers it demonstrates the fact that where skill and artistry are prime requirements, there can be no color line.

The following from the manual of Bullock and Chivers, are a few of the occupational fields which are growing in significance and importance, and which are open for Negroes. These are suggested fields for senior high school students:

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<sup>1</sup>W.P.A. Government Release, "Pointing the Way to Jobs," Mimeographed Bulletin No. 12818.

(a) Recreation. The advent of shorter working days has increased the leisure time problems of a great mass of Negroes. Thus is created a real need for beneficial recreation which can only be given by trained leaders. Federal and local governments are regularly employing persons prepared in this field.

(b) Social Work. (Particularly those divisions labelled as case work, child guidance, mental hygiene and social research). There is sufficient evidence to warrant the assertion that the field of social work will offer more opportunities in the future than in the past. Special attention is called to social work opportunities offered by Federal and local governments.

(c) Chemistry. (Other than the teaching profession). Industrial chemistry has opened its doors to especially well qualified Negro chemists. As industry is increased, it will make larger demands for industrial chemists.

(d) Physics. There is a growing demand for well-trained physicists in colleges and industry.

(e) Electricity. The increasing purchase of radios, electrical equipment (such as refrigerators, sewing machines, and ranges for home use) by Negroes and the intense program of urban and rural electrification should encourage the preparation of Negro electricians.

(f) Architecture and Building. The rapid acceleration which has taken place during the past two years in the building industry coupled with federal predictions for the future are indicative of occupational trends which should cause Negro youth to become interested in architecture and building, if not from the construction standpoint, certainly from the angle of needed repairs and improvements.

(g) Automobile Engineering. There should be a growing need for scientifically trained Negro mechanics.

(h) Gas Engineering. The use of gas for heating and cooking is very popular in Negro homes. Negro mechanics should find this a possible field.

(i) Small Business. There are numerous types of small business which should attract Negro youth who are willing and able to secure the preparation



necessary for the operation of small business establishments.<sup>1</sup>

Suggestions for Students.— To students in the senior high school for Negroes who are well aware of the handicaps under which they are laboring to establish themselves in the occupational world, and who are far enough advanced in life to realize the importance of choosing wisely a vocation, the writer offers the following suggestions:

1. In order to be happy, everyone should have a vocation--some useful work in which he can spend most of his time. Instead of drifting from one job to another, lay out a plan for your life and carry it out.

2. In order to make plans intelligently, you must secure information about the conditions, requirements and rewards in the occupation of your choice. If you plan to continue your education, all possible information about various colleges should be assimilated in order to choose the one which will best meet your needs.

3. Obtain equally exact information about yourself by making a frank inventory of your assets and defects. Analyze yourself in the light of the occupational needs. "Know thyself," the admonition of the ancient philosopher, Socrates, applies with equal cogency in this perplexing matter. Conduct this self-searching in a fearless way. If you find things within yourself that are not complimentary, do not fear to face them. They are there, and only by recognizing them can you properly fit yourself into the right vocation.

4. While you are planning your career, include also plans whereby

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<sup>1</sup> R. W. Bullock and W. R. Chivers, Vocational Guidance for Negroes, (February, 1937), p. 48.

you can obtain training for the vocation. Keep ever in mind that you, as a Negro, will meet barriers which have been set up on a racial basis, but also determine within yourself to reach your goal in spite of handicaps. Do not try to take a short cut to achieve your end. Broadly speaking, the occupations that require the relatively longer training give the most satisfactory rewards, socially, spiritually and financially.

5. In planning your course of training try to obtain the best to be had.

6. Keep in mind that one never completes his preparation for a vocational occupation. Changes in industry, social and economic trends keep vocations always in a state of flux. Thus requisites of vocations change often, and you must adjust yourself accordingly.

7. In considering the earnings to be enjoyed in a given vocation, do not regard the beginning wages; instead fix your attention on the earnings to be had at later stages of advancement.

8. Guard against being influenced toward a certain occupation by some superficial factor. Negroes have had a tendency to concentrate in certain occupations to the exclusion of others. Do not let others make you believe that success is impossible in any vocation which you desire to undertake.

9. Try to get into an occupation that is not overcrowded. This is a corollary to the above suggestion.

10. Avoid occupations that do not offer possibilities for the future. Negroes tend to settle in occupations in which there is little chance for advancement. The large number of Negroes who perform the most menial tasks are indicative of this. The Negro must make a way for himself.

Be among that number who are striving to rise; it will be valuable to you as an individual and also give prestige to the Negro race as well.

11. A vocational choice made at an early age need not necessarily be one's ultimate choice. One may change his goal and change his vocation as opportunity and wisdom demand. Remember that vocational progress demands a succession of choices.

12. Do not expect to find an occupation for which you were "cut out" at birth. You can be successful in any one of several vocations.

13. In order to attain a maximum of fitness and happiness, select a worthy and interesting avocation also.

## CHAPTER V

### SUMMARY AND CONCLUSION

In this study an attempt has been made, (1) to discover the trends in vocational guidance, (2) to show their educational implications, and (3) to formulate a workable list of suggestions which will be helpful in giving vocational direction to students now in senior high schools for Negroes. A careful analysis of the literature of the subject was made, and from the findings a list of suggestions was formulated to aid students in making wise vocational selections.

The data for the study were secured by surveying the literature in the field of vocational guidance including books, pamphlets, and other available sources such as current magazines. The Educational Index was used as a guide to source material.

Trends.— The last quarter century has witnessed many significant changes in the theory and practice of vocational guidance. The major trends during the earlier development of the vocational guidance movement are

1. About 1909, vocational guidance was recognized as an organized system and the personnel of guidance workers, which heretofore had been very small, was increased.

2. Through exchange of ideas and discussion of guidance issues, those responsible for guidance formulated many important principles.

3. There has been a great change in the conception of the aims of vocational guidance. There has been a gradual trend of thought away

from the "square-peg" theory. A new conception of guidance has been formed based on these hypotheses: (1) that each individual must make his own vocational decision; (2) that vocational guidance should be given in a systematic manner, and, where it is possible, bureaus should be set up to promote guidance; (3) vocational guidance usually involves more than one choice; it should provide for follow-up services as the first vocational choice is not always a permanent one; and (4) to state that any individual is "cut out" for one occupation and cannot find success in another is fallacious. There is often more than one vocation in which one may be happy.

4. There has been a trend toward employing the public school as an agency of vocational guidance. In the junior high school, exploratory courses have been given to help determine the interests, aptitudes, skills and capacities of the students.

5. Later, during the year 1914, vocational guidance was recognized as an integral part of the curriculum; and in consequence, there was a trend toward the use of academic courses as media for giving vocational information.

6. Extra-curricular activities became increasingly important as means of promoting guidance in the public schools.

7. There has been a trend in colleges toward the appointment of full-time vocational counselors.

The following list gives the most encouraging and significant trends during the later development of the vocational guidance movement:

1. Vocational guidance is not considered as a separate function existing apart from health, social, moral and educational guidance. Each

of these types of guidance is very significant in the vocational adjustment of the student.

2. Vocational problems are closely related to educational planning, and it is very essential to have some knowledge of the personal aptitudes and interests, social and emotional development of the students if the educational policies are to be worthwhile.

3. In keeping with the scientific approach in education, attempts are being made to predict vocational success through the use of prognostic tests. The use of these tests has developed since the close of the Great War. In order to use tests effectively, the guidance workers should understand test interpretation.

4. Guidance, instead of placing emphasis on specific vocations, emphasizes vocational fields. Knowledge of the fields to which the interests and aptitudes of an individual direct him is considered more valuable than a study of the specific vocation he expects to follow.

Vocational Problems of Negroes.— Negroes are confronted by numerous problems which are imposed upon the group because of race. The most outstanding of these are

1. Negroes tend to be concentrated in those economic groups which have contributed to the relief rolls.

2. Negroes in gainful industries are paid smaller wages than white workers doing identical work.

3. Negroes are subjected to racial discrimination in lay-off and re-employment. They are traditionally the "last hired and the first fired."

4. White workers often displace Negro workers. Negroes are being displaced in even the poorest paid employment fields.

5. Some industries refuse to employ Negro help.

6. Negro businesses are generally operated on a very small scale and are few in number. Those few operating are handicapped by many of the factors which diminish occupational opportunities for the Negro.

7. Negroes tend to be concentrated in a limited number of occupations; too large a number of young Negro workers gravitate into unskilled labor. They are sometimes taught to limit their vocational ambitions to those occupations in which Negroes are now engaged.

8. Negro youth lack sufficient guidance and training to aid them in effective adjustment in the occupational world. There is a wide divergence between the theories of vocational guidance in its social implications whereby the Negro may learn how to work both for and with others.

9. The majority of Negroes in gainful occupations are engaged in agriculture and domestice service.

10. Negro women have also created a vocational problem. They have often been forced to take low-grade unskilled and non-professional work.

11. Inadequate preparation and poor pay make it impossible for lower scale Negro women teachers to hold their positions.

12. There is need for the formulation of a definite and workable philosophy of vocational guidance based upon complete vocational adjustment for Negroes.

13. Negro boys and girls in many instances do not believe in themselves. They have developed unfavorable attitudes toward their own racial

group. This is often true of many Negro teachers also.

Suggestions for a Guidance Program.-- The following suggestions are offered which may be helpful in guiding students in the senior high schools for Negroes:

1. The junior high school should enrich the experience contacts of pupils through short pre-vocational courses.

2. Guidance workers should help the pupils in the senior high schools for Negroes to set up for themselves objectives which are dynamic, reasonable and worthwhile.

3. Where full-time counselors cannot be secured, the principal should work with his teachers to provide guidance for the students.

4. The principal should organize a committee of teachers to study the vocational problems peculiar to the students in his high school.

5. The principal and this committee should formulate a definite philosophy of guidance upon which to build a guidance program.

6. Each subject has its own potential possibilities for guidance, and the teacher should use these subjects to disseminate occupational information wherever possible.

7. Teachers should build up in themselves and the pupils an un-biased racial philosophy and adopt wholesome attitudes toward the occupational world. This is of more importance than the actual guidance machinery.

8. An effort should be made to convince the young Negro that there should be no "Negro jobs" as such, and to train him accordingly.

9. The principal should endeavor to keep close connection between the school and fields in which vocational opportunities are found. The faculty should cooperate with the principal in helping to place students.



10. The faculty should encourage students to try to secure jobs which heretofore, have been closed to them. Negro students need to know the technique of "crashing the color line."

11. Guidance workers must convince the student that he contributes much, through efficient work, toward improving the status of the Negro working group.

It is impossible to predict the future of guidance and the vocational guidance movement; however, we have seen sufficient significant developments in the past quarter of the century to hope that the next few years will find us much nearer our aim of complete adjustment of the individual to the vocational world.

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